

Frequently Asked Questions
Expanded School Mental Health grants
AFA 10-2016-CMH

March 21, 2016 Update

- Our school has become a PBIS school this year. We partner with the Local Wellness Specialist from RESA who serves as our "coach," and we are having lots of success at reducing discipline referrals at the Tier I level. May we hire a School Psychologist Intern to provide assessment and treatment services for the students needing Targeted and Intensive levels of service?
 - That is permissible as long as the intern is hired through a licensed behavioral health provider with whom your school is partnering.
- May we count the already existing partnerships and activities with RESA and community agencies as part of the matching contribution?
 - Please see the last response below.
- Does the EBP called Green Dot program or Sources of Strength already purchased for use by a school (school-purchase) meet the standard for school match?
 - Curricula/materials that are already part of a school's inventory may not be counted as match for new ESMH grants. School personnel time devoted to delivering Tier I and II programming could be calculated as match (see question below), and Tier 1 evidence based practices such as *Sources of Strength* and evidence-informed approaches such as *Green Dot* could be used to indicate school readiness for ESMH.

- The point values for the Proposal Narrative are as follows:

Scored Content	Points Available
Statement of Need and Population of Focus	15
Proposed Evidence-based Service/Practice	20
Proposed Implementation Approach	40
Staff and Organization Experience	10
Data Collection and Performance Measurement	10
References/Works Cited	5
Total	100

- Since the grant is described as \$30,000 "per school" or "per school system", do we need to file a single application for all schools within a region (be it 1 or 10 or more) or a single application for 'each' school or school system within the region? In other words, one app for all or multiple apps (one app for each)?
 - The purpose of the proposal is to clearly demonstrate that key partners have an understanding of and commitment to a three-tiered model of intervention to promote learning and social- emotional well-being in the targeted school(s), e.g., identified needs, evidence based practices per tier, local steering teams. A combined narrative is acceptable if that case can be made within the narrative page limit, with a budget/budget narrative for each school.

- What is the rationale behind the required match from schools? Must the matching funds be paid for by the school system?
 - The purpose of the match is to demonstrate local sustainability and buy-in from key partners. The commitment needs to be substantial, meaningful and on-going. The matching funds must come from a partnering entity(ies) other than the applicant.

Some in-kind may be permitted in the form of staffing. Staff time as “in kind” must clearly demonstrate collaboration and buy-in to the three tier model, and not reliance on BBHFF grant funded staff to be responsible for implementing the programs. Examples:

- Direct delivery of programming by school staff for Tier 2 (which also helps them comply with counselor standards in policy 2315).
- Collaboration between the school counselor (or other staff) and outside community programs/agencies to bring in Tier 2 programming, as long as they document the work.
- Attending LEA/Steering team meetings
- Attending planning meetings
- Identifying students for Tiers 2 & 3.
- Purchase of curriculum for evidence based/promising practice programming